Computing and Digital Citizenship Policy

Date of Policy: September 2025
Review Date: September 2026
Policy Lead: Computing Lead / Headteacher

1. Aims of the Policy

This policy outlines how Ropery Walk Primary School will use computing and digital technologies to support teaching and learning, while promoting responsible and positive use. The policy supports our safeguarding responsibilities and aligns with statutory guidance including the Keeping Children Safe in Education (KCSIE) framework.

We aim to:

- Equip children with the computing skills and digital literacy needed for life in an ever-changing digital world.
- Ensure pupils understand how to behave safely and responsibly online.
- Promote our school values (RICHES) in all digital interactions.
- Provide clear expectations for acceptable use of digital technology.
- Protect pupils and staff from inappropriate content and cyber risks.

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2. Roles and Responsibilities

Headteacher and Senior Leadership Team

- Ensure this policy is implemented and reviewed.
- Allocate appropriate resources for computing and digital citizenship.
- Support staff with training and safeguarding guidance.

Computing Lead

- Lead the development, delivery, evidencing and assessment of the computing and digital citizenship curriculums.
- Ensure online safety education is embedded across the curriculum.
- Keep up to date with technological developments and risks.
- Support staff by providing updated training as and when needed.

All Staff

- Model appropriate use of technology.
- Promote digital citizenship and e-safety in teaching.
- Report any concerns relating to online safety or misuse of digital devices.

Pupils

- Use technology responsibly and respectfully.
- Follow the school's Acceptable Use Agreement.
- Report any concerns or inappropriate content to a trusted adult.

Parents/Carers

- Support the school's digital citizenship values.
- Encourage responsible use of technology at home.
- Engage with school guidance on online safety.

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3. Computing Curriculum and Teaching

Computing is taught in line with the National Curriculum, designed by the National Centre for Computing Education (NCCE) through three key strands:

- **Computer Science** – understanding coding, algorithms, and how computers work.
- **Information Technology** – using digital tools for a range of tasks.
- **Digital Literacy** – including e-safety and responsible use of the internet.

These key strands are split into 6 teaching units which are taught across the academic year:

- **Systems and Networks** – understanding how information technology, digital devices and the internet work together to create the modern digital world.
- **Creating Media (A and B) –** using digital tools to create photos, videos, artworks, animations etc.
- **Data and Information –** understanding how we can group, capture and use data for a range of purposes.
- **Programming (A and B) –** understanding algorithms and coding through digital and physical computing kits such as MicroBit, Bee Bot and Crumble.

These key strands are further broken down into six golden threads. Threads show how units across the computing curriculum link so that students at Ropery Walk build a body of recallable knowledge. Identifying these threads helps us to pinpoint key skills and concepts that are important to children's understanding of primary computing and will be revisited over time as children move from year group to year group, key stage to key stage. This approach solidifies their understanding by allowing children the opportunity to forget, in order to retrieve, and enables them to have a solid foundation to move forward with into KS3 computing. They are:

- **Creating Media –** creation of unique photos, videos, podcasts, animations etc.
- **Data and Information –** explore different types of data, how it is captured, grouped and used.
- **Design and Development –** designing, editing, improving and evaluating projects.
- **Effective Use of Tools –** recognise the jobs different tools do across a range of programs and applications.
- **Networks –** recognise how digital devices can link to form networks and how the internet is a 'network of networks' and links to online collaboration.
- **Programming –** follow, design, edit and improve algorithms and lines of code in programs for given purposes.

Early Years computing is taught through a range of activities designed to allow children to use a range of 'computational thinking' skills. Children complete one activity every half term

based around their current areas of focus and play. The computational thinking skills they are taught are:

- **Tinkering –** playing and exploring.
- **Creating –** creating, checking and fixing things.
- **Collaboration –** playing and working together.
- **Persevering –** never giving up.
- **Logical reasoning –** predicting and explaining
- **Pattern –** grouping, spotting, comparing, similarities and differences, working out rules.
- **Abstraction** – naming and labelling, working out what is important, ignoring what is not important, sticking to the main theme, creating a summary
- **Algorithms and Decomposition** – responding to instructions, ordering, sequencing, introducing storylines, working out the different ways to do things, breaking down problems into steps.

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4. Digital Citizenship Curriculum and Teaching

Our Digital Citizenship curriculum aligns with the Education for a Connected World Framework and is taught through six threads, which similar to computing, are retrieved consistently throughout children's time at Ropery Walk to ensure key knowledge, skills and concepts are embedded. These six threads are:

- **Media Balance and Well-being –** students go beyond their 'screen time' to explore the impact that their digital lives can have on their well-being and their relationships with others, while learning strategies for balancing media in everyday life.
- **Privacy and Security –** students find out how to protect personal information and gain a deeper understanding of their data privacy rights, so they can advocate for themselves and others.
- **Digital Footprint and Identity –** students consider the risks and benefits of sharing online and explore how their digital personae affect their sense of self, their reputations and their relationships.
- **Relationships and Communication –** students learn to reflect on how to communicate effectively online and build positive relationships, avoid risk taking behaviours and why certain topics and conversations can best lend themselves to certain mediums.
- **Cyberbullying, Digital Drama and Hate Speech –** students take on these tough topics to learn what it means to be an active 'upstander' to build positive, supportive communities and combat online cruelty.
- **News and Media Literacy –** students will be able to identify credible and trustful information sources, why misinformation and disinformation can lead to false information being spread and to reflect on their responsibilities as thoughtful media creators and consumers.

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5. Pupil Entitlement

All pupils, regardless of background, ethnicity or ability, are entitled to computing and digital citizenship lessons at Ropery Walk Primary School. Computing lessons should be taught once a week in KS1 and KS2, with each unit consisting of six lessons across a half term. Teachers may use their professional discretion and understanding of their class to merge lessons together for example if children are designing, completing and evaluating a project it is practical to do this in one extended session or to use shorter lessons when they feel it is needed to do so.

We recognise that children who attend our school have potential barriers to their learning, whether these are socio-economic, cultural or ability based. We will address these by:

- Teachers adapting the curriculum to suit the needs of the children in their classroom through adaptive teaching. This includes children with SEND accessing the same tasks as their peers, though these should be scaffolded to reduce cognitive overload.
- Teacher's use of assessment to identify gaps and provide additional support when needed.
- Giving all children an appropriate level of challenge to extend and enhance their learning.
- Giving children access to 1:1 iPads across KS1 and KS2 to give children who do not have digital devices at home the chance to become proficient in their use as well as to support teaching across all areas of the curriculum.

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6. Evidencing and Assessing

It is important that as a school, we are accountable for the progress our children make. Therefore, it is vital we collect a strong evidence base to support our assessment of our children. However, it is also important that the collection of this evidence and following assessment is simple and effective to not overload teacher's workloads. To support this, pupils have a separate working area in the school's Microsoft 365 called 'Ropery Walk Pupil Area'. It is into this separate area that evidence of learning is uploaded.

Evidencing work in computing and digital citizenship:

- In EYFS, evidence for children's progress in computing and digital citizenship is collected through 'Evidence Me', similar to all other curriculum areas.
- In KS1, teachers select 3 children who they will collect evidence from for each unit of work. These children do not have to be the same children for each unit, although this is preferable, but it is essential that the evidence collected spans a range of abilities from the class. Teachers then upload the evidence into the Ropery Walk Pupil Area, into the appropriate year group and class.
- In KS2, children are given access to the Ropery Walk Pupil Area and are trained by staff to upload their evidence into their own folder, in their year group and class. Teachers instruct children on what evidence needs uploading.

At Ropery Walk Primary School, we only evidence computing and digital citizenship **when it is necessary to do. Not every lesson completed needs evidence.** Evidence collected should support the assessment outcomes detailed on the unit assessment sheet. The best form of evidence collection is through **videos and voices**, but photos and screenshots are also acceptable forms of evidence. It is expected that if a child does not have evidence for a lesson, their learning from the lesson can be shown in other evidence.

Each unit of computing and digital citizenship (end of Summer 2025) has a teacher assessment grid to support teachers in the assessment of their children. These assessment grids are purely for the use of the teacher, where they can initial the names of the students who are either working at expected, towards, below or greater depth (an assessment of greater depth is not given until the end of Year 6 but teachers can note who they believe have the potential to be throughout their school journey or provide outstanding evidence before this). Any initial not on the sheet will be assumed to be expected. Each ability is then given a score. At the end of every computing unit, a score is given for the whole unit. In digital citizenship, each half-termly lesson is given a score and then a final score is formed at the end of the academic year.

The scores and the abilities match as follows:

Score	Classification	Description
1	**Working below**	Pupils are not yet working on the objectives for their year group.
2	**Working towards**	Pupils working at the appropriate age curriculum, but who have not yet secured the expected learning for their year group.
3	**Expected**	Pupils are working at the standard expected for their year group
4	**Greater Depth**	Pupils are working beyond the expected standard for their year group, showing greater depth of understanding.

An example of a completed teacher assessment grid for a class is below:

Autumn 1 – Computing Systems and Networks	Autumn 2 – Creating Media	Spring 1 – Programming A	Spring 2 – Data and Information	Summer 1 – Creating Media	Summer 2 – Programming B	Online Safety	End of year score
2	2	2	2	3	2	3	2
2	2	2	2	3	3	3	2
2	2	2	2	2	2	3	2
3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3
2	2	2	2	2	2	3	2
2	3	3	2	3	3	3	3
2	2	2	2	2	2	3	2
2	2	2	2	3	3	3	2
2	3	3	3	3	3	3	3
3	3	3	3		3	3	3
3	3	2	3	3	3	3	3
3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3

An example of a teacher assessment sheet for a unit of computing:

Standard	Assessment Criteria	Children's Names/ Initials
Children that are working below or towards the expected standard can…	• Needs support to describe how networks physically connect to other networks • Needs support to recognise the internet as a 'network of networks'. • Needs support to recall the 3 parts of the internet • Needs support to describe how content can be added and accessed on the World Wide Web • Needs support to recognise how content of the WWW is created by people	CA, TA, MD, EL, LS, DO, EGP, CT, KK
Children working at expected standard can…	• Describe how networks physically connect to other networks • Recognise the internet as a 'networks of networks' • Recall the 3 parts of the internet • Describe how content can be added and accessed on the World Wide Web (WWW) • Recognise how the content of the WWW is created by people • Evaluate the consequences of unreliable content	
Children working at greater depth can do the expected plus…	• Identify pros and cons of internet being a 'network of networks.' • Explain impact of unreliable content	

7. Use of 1:1 Devices

At Ropery Walk Primary School, we have invested extensively in technology to enable all our children, regardless of their personal circumstances, to access a 1:1 digital device. We have the highest expectations for behaviour and use of these 1:1 devices. Our children, who are given them, all sign ‘Acceptable User Agreements’ to acknowledge that they understand our expectations as well as the consequences if these standards are not met. We also have rules for how our iPads should be looked after in class during the school day.